AGENDA ITEM SUMMARY

AGENDA ITEM

High School Graduates Performance Report
Coordinating Board for Higher Education
April 22, 2010

DESCRIPTION

The Coordinating Board for Higher Education (CBHE) provides an annual report to the State
Board of Education detailing the preparation, persistence, and completion rates of public high
school graduates who enroll at Missouri's public two- and four-year postsecondary institutions.
The intent of this board item is to provide a summary of the 2009 Missouri High School
Graduates Performance Report.

Background

The Missouri High School Graduates Performance Report tracks Missouri public high school
graduates entering the state's public two- and four-year postsecondary institutions as first-time
freshmen in the fall semester following their high school graduation. The annual report, which
was first issued in 1996, is intended to provide information to secondary and postsecondary
stakeholders regarding student preparation, persistence, and completion. Background on the
history and structure of the High School Graduates Performance Report is available in
Attachment A. Selected statewide summary data are detailed below. Detailed summary tables
are included in Attachment B, and trend tables for individual high schools are posted at website:
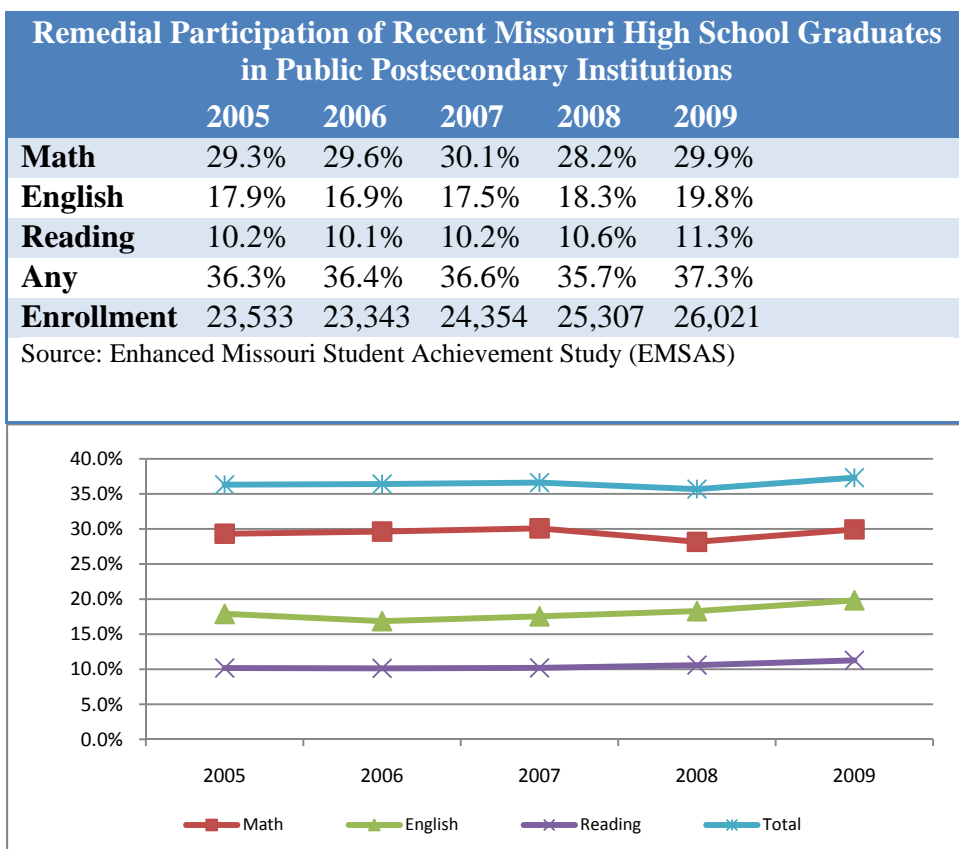http://www.dhe.mo.gov/hsgradreport.shtml.

Enrollment and Preparation

The total enrollment of recent Missouri high school graduates in Missouri public institutions
grew from 25,307 first-time freshmen in 2008 to 26,021 in 2009, an increase of 2.8 percent. The
community colleges and Linn State Technical College enrolled almost 55 percent of this cohort
(Table 1).

Policymakers acknowledge the link between college readiness and success at the postsecondary
level. *Imperatives for Change* (IFC), the statewide coordinated plan for higher education, tracks
participation in remedial coursework as an indicator of student preparedness and, ultimately, the
capacity of students to succeed in college.

Statewide, enrollment in remedial coursework among recent Missouri high school graduates has
changed very little over the past five years. The number of students unprepared for college-level
coursework in math, English, and reading rose slightly in 2009. The percentage of students
taking any remedial coursework also increased, from 35.7 percent in 2008 to 37.3 percent in the
fall of 2009.

Remedial Participation of Recent Missouri High School Graduates in Public Postsecondary Institutions					
	2005	**2006**	**2007**	**2008**	**2009**
Math	29.3%	29.6%	30.1%	28.2%	29.9%
English	17.9%	16.9%	17.5%	18.3%	19.8%
Reading	10.2%	10.1%	10.2%	10.6%	11.3%
Any	36.3%	36.4%	36.6%	35.7%	37.3%
Enrollment	23,533	23,343	24,354	25,307	26,021

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Caution must be exercised in drawing conclusions about all Missouri public high schools based on these statewide remediation figures. In fact, the preparedness of recent high school graduates varied substantially from one public high school to the next. Among high schools with at least 25 graduates enrolled in public colleges and universities in the fall of 2009, the percentage of students participating in any remedial coursework ranged from a low of 3.7 percent to a high of 92 percent (Tables 2 and 3).

Other Trends in Enrollment and Preparation
- Remediation rates varied slightly by gender, with 38 percent of women enrolling in any remedial course and 36.5 percent of men enrolling in any remedial course. Differences were most pronounced in remedial math, with 31.8 percent of women and 27.8 percent of men requiring such coursework (Table 5).
- While the slight increases in remediation are spread evenly among students of different race and ethnicity, African-American (63.9 percent) and Hispanic (42.7 percent) students are more likely to require remediation coursework than Caucasian (33.1 percent) and Asian (29.8 percent) students (Table 6).
- This disparity reflects a general lack of preparation for recent minority high school graduates. African-American (18.4) and Hispanic (21.3) scored significantly lower on the ACT than their Caucasian and Asian counterparts (both 22.6) (Table 7).
- Only 13 percent of students completing the CBHE-recommended high school core and six percent of those completing at least four high school math courses required

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remediation. Similarly, only 4 percent of students scoring a 22 or higher on the ACT were enrolled in remediation coursework (Table 8).

- Students from low-resource environments, schools where at least 50 percent or more of the students qualify for free- or reduced-priced lunch, are more likely to be in remediation (55 percent) than those from higher income communities (35 percent). Statistical models suggest that this effect is independent of ACT score, completion of the recommended core coursework, and other demographic variables (Table 9).
- Among high schools where at least 50 percent of students qualified for free-or-reduced-priced lunch and at least 25 graduates enrolled in a public college or university, eight produced graduating classes with above-average levels of college readiness as measured by the percentage of students enrolled in any remedial course (Table 10).

Performance and Retention in College

Remedial coursework promotes success for underprepared students. Among the more significant findings in the persistence of spring 2008 high school graduates are:

- Fall-to-fall retention has increased a percentage point for each of the last two years. The increase in persistence was significantly higher among minority male students (Table 11).
- Fall-to-fall persistence rates for African-American (67 percent) and Hispanic (73 percent) students lagged behind Caucasian (78 percent) and Asian (87 percent) peers (Table 11).
- Average second term GPA among African-American students (2.2) was the lowest of any racial or ethnic group. Asian students maintained the highest average GPA (2.8), but their Caucasian (2.7) and Hispanic (2.7) peers were close behind (Table 11).
- Graduates who took the ACT had higher first and second term GPA scores and were much more likely to persist to the following fall than students who had not taken the ACT. The benefit of preparation as measured by the ACT was similar for all categories of students (Table 12).
- Students attending four-year institutions who completed at least four years of math in high school had higher first and second term GPA and a higher persistence rate (91 percent) than those who did not complete four years of math (Table 13).

Degree Completion

The timely completion of a certificate or degree is an additional indication of how well prepared Missouri's high school graduates are for college-level work. Detailed tables in Attachment B show the six-year graduation rate of students from the Missouri public high school graduating class of 2003 who attended public institutions in the fall of 2003. The findings include:

- The 2003 cohort saw a 2.2 percentage point decrease in six-year completion rates compared to 2002, from 48.1 percent to 45.9 percent. This decrease can be attributed to a drop (from 32.7 percent to 30.7 percent) in the baccalaureate completion rate (Table 14).
- The decrease in the graduation rate was most pronounced among minority women and Hispanic men (Table 14).

Conclusion

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The Missouri High School Graduates Performance Report provides important data about trends in the preparation and performance of public high school graduates who attend public postsecondary institutions in Missouri. The 2009 data show continued increase in the total number of recent graduates enrolled in higher education, with a growing percentage in the two-year sector. There is also a slight but persistent increase in the total number of students unprepared for college-level coursework, as measured by enrollments in remedial courses.

There is strong evidence that completion of the CBHE-recommended core of high school classes and a full complement of math and English coursework in high school correlates well with higher preparation levels. As the recommended core curriculum becomes mandatory in 2010, preparation should increase and there should be a decrease in the level of statewide remediation.

With more students arriving unprepared for collegiate-level work, there is a corollary decrease in the number of students completing a degree within six years. This trend also tends to reduce retention rates. Other research suggests that remedial coursework has immediate benefits for retention of students.

Analyses included in the High School Graduates Performance Report demonstrate the benefits of linking data across the secondary and postsecondary educational systems, but the full potential of these data systems is yet to be realized. MDHE is working with DESE to develop a longitudinal P-20 data system which will expand opportunities for value-added research and analysis in the near future. In the coming year, MDHE plans to examine the complexity of high school "feeder" systems for postsecondary institutions, including identification of the key high schools contributing significantly to freshmen enrollment at different public colleges and the patterns of preparation associated with these students.

STATUTORY REFERENCES

Section 173.750 RSMo, Annual reporting of performance of graduates, furnishing of report-procedure- data included

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENTS

Attachment A: History and Background
Attachment B: Detailed Tables

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High School Graduates Performance Report

History and Background

The Missouri High School Graduates Performance Report tracks Missouri public high school graduates entering the state's public two- and four-year postsecondary institutions as first-time freshmen in the fall semester following their high school graduation.

In accordance with Section 173.750, RSMo, the Missouri High School Graduates Performance Report should provide information to individual high schools, and should be disaggregated by race and gender. No data identifying individual students should be included. The governing statute is available in its entirety at http://www.moga.mo.gov/statutes/c100-199/1730000750.htm. The report should include:

- Grade point average after the initial year in college
- Percent of students returning to college after the first and second semester
- Percent of students taking remedial courses in the basic academic subjects of English, mathematics, or reading
- Other data as determined by rule and regulation of the Coordinating Board for Higher Education

Data comprising the report comes from student enrollment data provided annually by Missouri's public colleges and universities. No data in the report comes from either the state's independent higher education institutions or form the Missouri Department of Elementary and Secondary Education.

High School Graduates Report
Detailed Tables

Enrollment and Preparation

Table 1: Fall Student Enrollment by Sector, Gender, and Race/Ethnicity; 1996 to 2009																% Change 1996-2009	% Change 2008-2009
		1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009		
Overall Enrollment	#	**18087**	**18431**	**19073**	**19408**	**19740**	**21105**	**21930**	**23288**	**23115**	**23533**	**23341**	**24354**	**25307**	**26020**	**43.9%**	**2.8%**
Two-Year	#	7346	8004	8210	8506	9090	10183	11119	12532	12238	11795	11773	12544	12809	14283	94.4%	11.5%
	%	40.6%	43.4%	43.0%	43.8%	46.0%	48.2%	50.7%	53.8%	52.9%	50.1%	50.4%	51.5%	50.6%	54.9%	35.2%	8.5%
Four-Year	#	10741	10427	10863	10902	10650	10922	10811	10756	10877	11738	11568	11810	12498	11737	9.3%	-6.1%
	%	59.4%	56.6%	57.0%	56.2%	54.0%	51.8%	49.3%	46.2%	47.1%	49.9%	49.6%	48.5%	49.4%	45.1%	-24.0%	-8.7%
Women	#	10066	10250	10632	10721	10929	11761	12136	12771	12803	13049	12760	13341	13824	14091	40.0%	1.9%
	%	55.7%	55.6%	55.7%	55.2%	55.4%	55.7%	55.3%	54.8%	55.4%	55.4%	54.7%	54.8%	54.6%	54.2%	-2.7%	-0.9%
Men	#	8020	8181	8441	8687	8811	9342	9785	10515	10309	10483	10579	11004	11478	11925	48.7%	3.9%
	%	44.3%	44.4%	44.3%	44.8%	44.6%	44.3%	44.6%	45.2%	44.6%	44.5%	45.3%	45.2%	45.4%	45.8%	3.4%	1.0%
African American	#	1428	1524	1631	1672	1629	1636	1779	1883	2028	2367	2291	2454	2693	2987	109.2%	10.9%
	%	7.9%	8.3%	8.6%	8.6%	8.3%	7.8%	8.1%	8.1%	8.8%	10.1%	9.8%	10.1%	10.6%	11.5%	45.4%	7.9%
Caucasian	#	15593	15955	16353	16704	16884	18119	18685	19608	19294	19322	18180	18859	20410	20388	30.8%	-0.1%
	%	86.2%	86.6%	85.7%	86.1%	85.5%	85.9%	85.2%	84.2%	83.5%	82.1%	77.9%	77.4%	80.6%	78.4%	-9.1%	-2.8%
Hispanic	#	210	202	208	209	254	258	262	366	351	407	436	448	581	662	215.2%	13.9%
	%	1.2%	1.1%	1.1%	1.1%	1.3%	1.2%	1.2%	1.6%	1.5%	1.7%	1.9%	1.8%	2.3%	2.5%	119.1%	10.8%
Asian	#	290	260	286	286	318	290	334	340	370	352	394	391	417	409	41.0%	-1.9%
	%	1.6%	1.4%	1.5%	1.5%	1.6%	1.4%	1.5%	1.5%	1.6%	1.5%	1.7%	1.6%	1.6%	1.6%	-2.0%	-4.6%
Other	#	566	490	595	537	655	802	870	1091	1072	1085	2040	2202	1206	1574	178.1%	30.5%
	%	3.1%	2.7%	3.1%	2.8%	3.3%	3.8%	4.0%	4.7%	4.6%	4.6%	8.7%	9.0%	4.8%	6.0%	93.3%	26.9%
Source: Enhanced Missouri Student Achievement Study (EMSAS)																	

Table 2: High Schools with Lowest Incidence of Remediation, 2009 High School Graduates

High School	Percentage of Students Taking Any Remedial Courses	Number of Students Enrolled at a Public College
SCOTT CITY R-1 SENIOR HIGH SCH, SCOTT CITY	3.70%	27
METRO HIGH SCHOOL, ST LOUIS	4.00%	25
LINCOLN COLLEGE PREP, KANSAS CITY	4.23%	71
JACKSON HIGH SCHOOL, JACKSON	5.39%	167
TIMBERLAND HIGH SCHOOL, WENTZVILLE	5.71%	70
LEE'S SUMMIT WEST HIGH SCHOOL	6.54%	107
CENTRAL HIGH SCHOOL, CAPE GIRARDEAU	8.62%	116
SCOTT COUNTY R-4 KELLY HIGH SC, BENTON	9.09%	33
COLUMBIA-ROCK BRIDGE SR HIGH S, COLUMBIA	9.54%	241
SOUTH SHELBY HIGH SCHOOL, SHELBINA	13.16%	38

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Note: Data are limited to public high school graduates enrolled in public colleges or universities

Data on schools with fewer than 25 graduates enrolled at public colleges do not meet reporting standards.

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Table 3: High Schools with Highest Incidence of Remediation, 2009 High School Graduates		
High School	Percentage of Students Taking Any Remedial Courses	Number of Students Enrolled at a Public College
VASHON HIGH SCHOOL, ST LOUIS	92.00%	25
THEODORE ROOSEVELT HIGH SCHOOL, ST LOUIS	85.71%	70
CENTRAL VISUAL & PERFORMING HS, ST LOUIS	82.35%	51
SUMNER HIGH SCHOOL, ST LOUIS	81.63%	49
BERKELEY HIGH SCHOOL, BERKELEY	79.37%	63
NORMANDY SENIOR HIGH SCHOOL, ST LOUIS	78.89%	90
RUSKIN HIGH SCHOOL, KANSAS CITY	78.57%	56
NORTH COUNTY TECHNICAL SCHOOL, FLORISSANT	76.92%	91
BEAUMONT HIGH SCHOOL, ST LOUIS	74.63%	67
INTERNATIONAL STUDIES HIGH SCH, ST LOUIS	74.58%	59

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Note: Data are limited to public high school graduates enrolled in public colleges or universities

Data on schools with fewer than 25 graduates enrolled at public colleges do not meet reporting standards.

Table 4: Student Enrollment in Remediation by Institutional Admissions Selectivity; 1996 to 2009

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	% Change 1996-2009	% Change 2008-2009
Highly Selective	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**NA**	**NA**
Mod Selective	**25.7%**	**23.8%**	**27.6%**	**27.1%**	**21.7%**	**24.1%**	**25.6%**	**34.4%**	**34.7%**	**35.5%**	**34.4%**	**32.8%**	**30.8%**	**26.2%**	**2%**	**-15%**
Math	16.3%	13.7%	18.5%	16.9%	16.1%	17.2%	18.9%	28.4%	29.0%	29.3%	28.3%	26.3%	20.0%	18.7%	15%	-7%
English	11.4%	11.5%	11.4%	12.5%	8.3%	9.8%	10.5%	14.6%	15.8%	15.5%	14.3%	13.1%	12.8%	14.4%	26%	12%
Reading	4.2%	3.9%	4.1%	5.2%	1.5%	1.3%	1.5%	2.8%	2.3%	6.5%	5.5%	4.8%	4.3%	4.9%	19%	16%
Selective								**3.0%**	**2.8%**	**1.4%**	**1.6%**	**1.3%**	**1.5%**	**1.4%**	**NA**	**-3%**
Math															NA	NA
English								3.0%	2.8%	1.4%	1.6%	1.3%	1.5%	1.4%	NA	-3%
Reading															NA	NA
Open	**46.9%**	**47.8%**	**50.4%**	**49.2%**	**44.6%**	**44.9%**	**45.3%**	**48.6%**	**50.6%**	**56.1%**	**56.7%**	**56.5%**	**56.3%**	**57.7%**	**23%**	**3%**
Math	34.5%	37.1%	38.8%	37.8%	34.9%	35.1%	37.0%	40.2%	39.9%	45.7%	46.7%	47.1%	46.5%	47.5%	37%	2%
English	25.4%	24.0%	26.4%	25.3%	23.2%	22.6%	20.9%	22.9%	24.2%	28.0%	26.4%	27.6%	29.5%	30.3%	19%	3%
Reading	14.6%	16.1%	17.1%	14.8%	12.7%	11.6%	10.6%	11.4%	12.0%	17.1%	17.3%	17.4%	18.6%	18.4%	26%	-1%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Table 5: Student Enrollment in Remediation by Gender; 1996 to 2009

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	% Change 1996-2009	% Change 2008-2009
Women	**25.3%**	**26.8%**	**29.0%**	**28.8%**	**25.9%**	**27.7%**	**29.1%**	**33.9%**	**35.9%**	**37.4%**	**37.3%**	**37.9%**	**36.8%**	**38.0%**	**50%**	**3%**
Math	19.2%	20.5%	22.7%	22.2%	20.9%	22.1%	24.0%	28.7%	29.3%	31.3%	31.2%	32.1%	30.2%	31.8%	66%	5%
English	11.6%	12.6%	13.0%	13.1%	11.8%	12.6%	12.1%	14.8%	16.0%	17.2%	16.3%	16.5%	17.6%	19.5%	68%	10%
Reading	7.3%	8.6%	8.9%	8.1%	6.8%	6.5%	6.1%	7.7%	7.7%	11.3%	11.1%	11.1%	11.3%	12.4%	71%	10%
Men	**25.7%**	**26.5%**	**27.6%**	**27.8%**	**25.6%**	**26.4%**	**27.0%**	**32.3%**	**32.6%**	**34.9%**	**35.4%**	**35.1%**	**34.3%**	**36.5%**	**42%**	**6%**
Math	16.9%	18.7%	19.4%	19.4%	18.9%	19.4%	20.9%	24.5%	23.9%	26.8%	27.7%	27.7%	25.7%	27.8%	65%	8%
English	15.3%	14.2%	15.7%	15.7%	14.1%	13.9%	13.4%	16.9%	17.5%	18.8%	17.5%	18.8%	19.1%	20.2%	32%	6%
Reading	6.9%	7.6%	8.1%	7.7%	6.0%	5.4%	5.4%	5.7%	6.1%	8.8%	9.0%	9.1%	9.7%	9.9%	42%	2%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Table 6: Student Enrollment in Remediation by Race/Ethnicity; 1996 to 2009															% Change 1996-2009	% Change 2008-2009
	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009		
African American	**50.5%**	**53.9%**	**56.0%**	**56.2%**	**56.0%**	**56.4%**	**54.8%**	**61.9%**	**59.7%**	**62.6%**	**59.8%**	**64.2%**	**62.8%**	**63.9%**	**27%**	**2%**
Math	37.0%	43.0%	45.1%	41.6%	44.6%	42.7%	46.1%	54.2%	50.1%	52.3%	48.8%	51.2%	46.4%	51.3%	39%	11%
English	34.4%	31.3%	32.7%	35.3%	33.5%	32.9%	30.7%	36.1%	33.5%	33.9%	31.4%	37.5%	38.1%	41.5%	21%	9%
Reading	25.9%	29.0%	28.3%	27.9%	27.3%	22.4%	20.0%	23.7%	23.6%	31.3%	32.0%	35.0%	35.1%	36.1%	39%	3%
Caucasian	**23.2%**	**24.0%**	**25.7%**	**25.5%**	**22.7%**	**24.3%**	**25.4%**	**30.1%**	**31.7%**	**33.0%**	**32.6%**	**32.1%**	**31.9%**	**33.1%**	**43%**	**4%**
Math	16.5%	17.4%	19.0%	18.9%	17.7%	18.8%	20.2%	24.0%	24.4%	26.6%	26.6%	26.6%	25.6%	26.6%	61%	4%
English	11.2%	11.5%	12.3%	12.1%	10.6%	11.2%	10.8%	13.6%	14.7%	15.9%	14.6%	14.7%	15.3%	16.4%	46%	7%
Reading	5.3%	6.0%	6.5%	5.8%	4.3%	4.4%	4.3%	4.9%	5.1%	7.4%	6.9%	6.6%	7.2%	7.3%	39%	1%
Hispanic	**28.6%**	**32.2%**	**29.3%**	**28.2%**	**31.1%**	**28.3%**	**27.9%**	**36.9%**	**33.3%**	**34.9%**	**36.0%**	**41.7%**	**39.1%**	**42.7%**	**50%**	**9%**
Math	22.9%	22.3%	24.0%	20.6%	22.0%	20.2%	23.3%	30.6%	25.9%	29.0%	28.9%	33.9%	31.3%	33.2%	45%	6%
English	11.9%	14.4%	12.5%	12.4%	17.3%	18.6%	13.0%	15.8%	19.4%	16.0%	18.8%	21.7%	21.5%	24.0%	102%	12%
Reading	9.0%	10.9%	10.6%	6.2%	9.8%	9.7%	7.3%	9.6%	6.8%	12.5%	11.2%	12.7%	12.2%	15.1%	67%	24%
Asian	**20.3%**	**21.9%**	**20.3%**	**27.3%**	**25.8%**	**17.9%**	**21.6%**	**30.3%**	**25.7%**	**23.3%**	**28.7%**	**23.8%**	**31.2%**	**29.8%**	**47%**	**-4%**
Math	8.6%	8.8%	12.6%	14.0%	11.3%	9.0%	12.3%	17.9%	15.1%	12.8%	17.5%	14.3%	20.6%	18.6%	116%	-10%
English	15.2%	16.5%	15.0%	17.1%	18.2%	13.4%	14.7%	18.8%	18.1%	15.9%	19.3%	15.1%	19.4%	20.8%	37%	7%
Reading	9.0%	6.9%	7.3%	12.2%	5.7%	3.8%	6.3%	5.9%	5.4%	4.8%	8.6%	5.6%	7.9%	7.6%	-15%	-4%
Other/Unknown	**26.5%**	**31.4%**	**28.7%**	**31.7%**	**28.1%**	**34.8%**	**36.2%**	**38.1%**	**40.1%**	**42.1%**	**45.9%**	**45.6%**	**39.6%**	**40.8%**	**54%**	**3%**
Math	18.2%	25.9%	21.5%	25.5%	20.9%	27.9%	29.8%	29.9%	31.7%	33.1%	37.5%	38.5%	32.1%	34.0%	87%	6%
English	15.4%	15.5%	14.3%	16.9%	14.4%	15.6%	15.6%	18.1%	18.9%	20.5%	19.9%	19.3%	21.8%	21.4%	39%	-2%
Reading	8.7%	10.8%	10.6%	10.2%	7.2%	9.0%	7.9%	9.4%	9.7%	14.9%	14.1%	13.3%	13.2%	14.7%	70%	12%
Source: Enhanced Missouri Student Achievement Study (EMSAS)																

Table 7: Average ACT Score by Race/Ethnicity and Gender			
Race/Ethnicity	Female	Male	All
African American	18.2	18.6	18.4
Caucasian	22.2	23.1	22.6
Hispanic	21.1	21.5	21.3
Asian	22.6	22.5	22.6
Other	21.8	22.9	22.3
TOTAL	**21.8**	**22.7**	**22.2**

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Table 8: Impact of Selected Measures of Preparation on Remedial Enrollment; 1996 to 2009															% Change 1996-2009	% Change 2008-2009
	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009		
Completed the CBHE Recommended Core	**7.3%**	**8.2%**	**8.8%**	**9.5%**	**7.8%**	**8.8%**	**8.9%**	**13.3%**	**13.0%**	**13.2%**	**13.8%**	**13.7%**	**13.9%**	**12.7%**	**72%**	**-9%**
Math	4.0%	4.6%	5.8%	6.3%	6.1%	6.9%	6.9%	9.7%	9.2%	10.0%	10.4%	10.5%	9.1%	8.9%	122%	-2%
English	3.3%	3.8%	3.6%	4.2%	3.0%	3.3%	3.5%	5.9%	6.3%	5.2%	5.5%	5.4%	5.3%	6.5%	98%	24%
Reading	1.5%	1.3%	1.4%	1.1%	0.4%	0.4%	0.4%	0.9%	1.0%	1.6%	2.1%	1.9%	1.8%	2.3%	50%	28%
Completed the Core and Four Years of Math	**4.5%**	**1.9%**	**3.7%**	**3.9%**	**4.4%**	**5.5%**	**4.9%**	**5.2%**	**7.1%**	**6.2%**	**4.2%**	**3.6%**	**4.8%**	**6.3%**	**41%**	**32%**
Math	1.8%	1.1%	2.8%	3.0%	3.7%	4.5%	4.1%	4.5%	5.9%	5.1%	2.8%	2.7%	3.7%	4.0%	117%	9%
English	2.4%	0.8%	1.0%	1.3%	1.4%	2.0%	1.6%	1.4%	2.3%	1.7%	1.5%	0.9%	1.3%	3.3%	38%	155%
Reading	1.5%	0.1%	0.3%	0.2%	0.2%	0.1%	0.2%	0.2%	0.2%	0.3%	0.5%	0.5%	0.8%	1.2%	-25%	43%
ACT Composite Score of 22 or Better	**2.3%**	**2.2%**	**2.7%**	**2.9%**	**2.3%**	**3.3%**	**2.8%**	**4.6%**	**4.3%**	**4.0%**	**4.1%**	**4.2%**	**4.2%**	**4.4%**	**93%**	**6%**
Math	1.5%	1.2%	1.9%	2.0%	1.9%	2.8%	2.3%	3.5%	3.2%	3.4%	3.6%	3.8%	3.6%	4.0%	158%	9%
English	0.8%	1.0%	0.9%	0.9%	0.5%	0.5%	0.6%	1.2%	1.2%	0.7%	0.6%	0.5%	0.7%	0.6%	-31%	-12%
Reading	0.1%	0.1%	0.1%	0.1%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.0%	0.1%	30%	257%
Source: Enhanced Missouri Student Achievement Study (EMSAS)																

Table 9: Percent of Students in Remedial Enrollment by School Low-Income Designation (2009)		
Race/Ethnicity	**Low-Income**	**Not Low-Income**
Math	44.4%	27.6%
English	33.4%	17.7%
Reading	23.8%	9.2%
Any	**54.9%**	**34.5%**
Source: Enhanced Missouri Student Achievement Study (EMSAS)		

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Table 10: High-FRPL Schools with Above-Average Student Preparation		
High School	**Percentage of Students Taking Any Remedial Courses**	**Number of Students Enrolled at a Public College**
LINCOLN COLLEGE PREP, KANSAS CITY	4.23%	71
JOHN F HODGE HIGH SCHOOL, ST JAMES	18.52%	27
VAN BUREN HIGH SCHOOL, VAN BUREN	28.00%	25
AVA HIGH SCHOOL, AVA	32.50%	40
KENNETT HIGH SCHOOL, KENNETT	34.38%	32
MALDEN HIGH SCHOOL, MALDEN	35.14%	37
NEW MADRID CO CENTRAL HIGH SCH, NEW MADRID	38.00%	50
PURDY R-2 HIGH SCHOOL, PURDY	38.46%	26

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Note: Data are limited to public high school graduates enrolled in public colleges or universities

Data on schools with fewer than 25 graduates enrolled at public colleges do not meet reporting standards.

High-FRPL schools are those where 50 percent or more of students were eligible for free-or-reduced-priced lunch.

Performance and Retention in College

Table 11: Student Retention by Gender and Race/Ethnicity, Fall 2008 - Fall 2009								
	Students	Completed Fall 2008	Avg. Fall 2008 GPA	Avg. Credits Completed (Fall 2008)	Completed Spring 2009	Avg. Spring 2009 GPA	Avg. Credits Completed (Spring 2009)	Enrolled Fall 2009
Female	**13803**	**97.7%**	**2.7**	**18.2**	**86.5%**	**2.8**	**29.7**	**77.1%**
African American	1625	96.8%	2.1	11.1	81.7%	2.2	20.6	66.6%
Caucasian	11021	97.9%	2.7	19.4	87.4%	2.8	31.2	78.8%
Hispanic	317	96.2%	2.6	16.8	81.4%	2.8	28.5	71.0%
Asian	209	98.1%	2.9	19.5	93.3%	3.0	31.8	88.0%
Other/Unknown	631	97.1%	2.5	15.7	83.7%	2.7	26.7	72.6%
Male	**11469**	**97.3%**	**2.4**	**16.7**	**85.4%**	**2.6**	**28.1**	**75.5%**
African American	1065	95.4%	2.0	10.8	80.2%	2.1	20.0	66.6%
Caucasian	9358	97.5%	2.5	17.4	86.0%	2.6	29.1	76.3%
Hispanic	264	97.3%	2.4	16.4	84.8%	2.6	28.3	75.4%
Asian	208	98.6%	2.6	15.8	88.9%	2.7	27.6	85.6%
Other/Unknown	574	96.5%	2.4	15.2	84.3%	2.5	25.9	75.1%
Total	**25277**	**97.5%**	**2.6**	**17.5**	**86.0%**	**2.7**	**29.0**	**76.3%**
African American	2690	96.2%	2.1	11.0	81.1%	2.2	20.3	66.6%
Caucasian	20383	97.7%	2.6	18.5	86.7%	2.7	30.2	77.7%
Hispanic	581	96.7%	2.5	16.6	83.0%	2.7	28.4	73.0%
Asian	417	98.3%	2.7	17.7	91.1%	2.8	29.8	86.8%
Other/Unknown	1206	96.8%	2.5	15.4	84.0%	2.6	26.4	73.8%
Source: Enhanced Missouri Student Achievement Study (EMSAS)								

Table 12: Student Retention by Students with a 22 or Greater Average ACT Composite Score, Fall 2008 - Fall 2009								
	Students	Completed Fall 2008	Avg Fall 2008 GPA	Avg Credits Completed (Fall 2008)	Completed Spring 2009	Avg Spring 2009 GPA	Avg Credits Completed (Spring 2009)	Enrolled Fall 2009
Total	**9873**	**98.9%**	**2.9**	**22.3**	**93.9%**	**3.0**	**35.3**	**88.5%**
African American	331	99.7%	2.7	16.9	94.0%	2.8	30.0	89.4%
Caucasian	8780	98.9%	3.0	22.6	93.8%	3.0	35.6	88.5%
Hispanic	186	98.4%	2.8	21.8	92.5%	2.9	34.7	86.0%
Asian	186	98.9%	3.0	22.5	97.3%	3.1	36.3	93.5%
Other/Unknown	390	99.2%	2.9	20.1	93.3%	2.9	33.0	87.7%
Source: Enhanced Missouri Student Achievement Study (EMSAS)								

Table 13: Student Retention by Students who Completed at Least Four Years of High School Math, Fall 2008 - Fall 2009								
Sector	Students	Completed Fall 2008	Avg Fall 2008 GPA	Avg Credits Completed (Fall 2008)	Completed Spring 2009	Avg Spring 2009 GPA	Avg Credits Completed (Spring 2009)	Enrolled Fall 2009
Public 2Y	**9725**	**96.1%**	**2.3**	**15.0**	**78.8%**	**2.5**	**23.9**	**65.7%**
African American	1040	94.6%	1.9	8.5	73.7%	2.1	16.0	54.7%
Caucasian	7869	96.3%	2.4	16.0	79.4%	2.5	25.0	66.9%
Hispanic	174	96.6%	2.4	14.8	77.6%	2.7	24.8	69.5%
Asian	125	96.8%	2.3	13.1	82.4%	2.5	22.0	77.6%
Other/Unknown	517	95.6%	2.3	13.3	78.5%	2.5	22.2	66.0%
Public 4Y	**5989**	**99.2%**	**2.9**	**21.6**	**95.3%**	**2.9**	**35.4**	**91.0%**
African American	562	98.8%	2.3	13.2	90.2%	2.4	24.8	82.6%
Caucasian	4878	99.3%	3.0	22.7	95.9%	3.0	36.6	92.1%
Hispanic	121	99.2%	2.9	22.1	95.0%	2.9	35.8	88.4%
Asian	172	100.0%	2.9	21.5	98.3%	2.9	35.1	94.8%
Other/Unknown	256	99.2%	2.8	19.3	91.8%	2.9	33.1	88.3%
Total	**1602**	**96.1%**	**2.0**	**10.2**	**79.5%**	**2.2**	**19.5**	**64.5%**
African American	12747	97.4%	2.6	18.6	85.7%	2.7	30.0	76.5%
Caucasian	295	97.6%	2.6	17.9	84.7%	2.8	29.9	77.3%
Hispanic	297	98.7%	2.7	18.0	91.6%	2.8	30.2	87.5%
Asian	773	96.8%	2.5	15.3	82.9%	2.6	26.2	73.4%
Other/Unknown	15714	97.3%	2.5	17.6	85.0%	2.7	28.8	75.4%
Source: Enhanced Missouri Student Achievement Study (EMSAS)								

Degree Completion

Table 14: Six-Year Completion Rate by Gender and Race/Ethnicity, Fall 2003 through Spring 2009				% Completed Baccalaureate	% Completed Both Assoc and Baccalaureate	Total Completions	Out of Public System
	Students	Still Enrolled	% Completed Associate's				
Female	**11890**	**7.6%**	**12.8%**	**31.7%**	**3.9%**	**48.4%**	**44.0%**
African American	1129	15.6%	5.8%	19.5%	0.8%	26.0%	58.4%
Caucasian	9942	6.5%	13.6%	33.4%	4.4%	51.4%	42.1%
Hispanic	166	5.4%	11.4%	27.1%	1.8%	40.4%	54.2%
Asian	170	11.8%	10.0%	41.2%	0.6%	51.8%	36.5%
Other/Unknown	483	9.5%	12.4%	24.2%	3.7%	40.4%	50.1%
Male	**9549**	**7.5%**	**10.1%**	**29.5%**	**3.2%**	**42.7%**	**49.7%**
African American	658	10.3%	3.3%	19.1%	0.5%	22.9%	66.7%
Caucasian	8144	7.1%	10.9%	30.4%	3.4%	44.7%	48.2%
Hispanic	165	7.9%	6.1%	28.5%	2.4%	37.0%	55.2%
Asian	146	14.4%	5.5%	39.0%	3.4%	47.9%	37.7%
Other/Unknown	436	8.0%	7.3%	26.1%	3.4%	36.9%	55.0%
Total	**21440**	**7.5%**	**11.1%**	**30.3%**	**3.5%**	**44.9%**	**47.6%**
African American	1787	13.7%	4.9%	19.4%	0.7%	24.9%	61.4%
Caucasian	18087	6.8%	12.4%	32.0%	3.9%	48.4%	44.8%
Hispanic	331	6.6%	8.8%	27.8%	2.1%	38.7%	54.7%
Asian	316	13.0%	7.9%	40.2%	1.9%	50.0%	37.0%
Other/Unknown	919	8.8%	10.0%	25.1%	3.6%	38.7%	52.4%
Source: Enhanced Missouri Student Achievement Study (EMSAS)							

Table 15: Six-Year Completion Rate by Institutional Admissions Selectivity, Fall 2003 through Spring 2009				% Completed Both Associates and Baccalaureate	Total Completions	Out of Public System
	Students	Still Enrolled	Completed Associate's Degree	% Completed Baccalaureate Degree		
Total	**21440**	**7.5%**	**11.6%**	**30.7%**	**3.6%**	**45.9%**	**46.6%**
Highly Selective	736	3.9%	1.6%	78.3%	0.3%	80.2%	15.9%
Selective	5917	6.8%	2.4%	63.5%	0.5%	66.4%	26.8%
Moderately Selective	3767	8.3%	2.7%	47.1%	1.2%	51.0%	40.6%
Open	11020	7.9%	20.2%	4.3%	6.3%	30.8%	61.3%
Source: Enhanced Missouri Student Achievement Study (EMSAS)							

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